**Linguistic Anthropology**

|  |  |  |
| --- | --- | --- |
| **Course Code:**SOCL 363 | **Course Type:**Required for majors & minors Pre-requisite SOCL 100 | **Course Credits:** 3 |
| **Class Timings:**T, Th: 12:30-1:45Campus Location: E-244 | **Section: A**Spring 223 | **Office Hours: E-129**T, Th 2:30-3:30 pm W. 3:00-4:00 pm |
| **Instructor:** Dr. Julie FlowerdayEmail: julieflowerday@fccollege.edu.pk |
| **Prerequisite:** SOCL 100 and SOCL 223**If required,** we will revert to: Online and Blended Learning Model. **If that happens:***Only half of the class will alternately attend campus at any one time.*Over the semester all students will do the same basic work. For everyone: all sessions will be recorded and uploaded on Moodle*synchronous* if you are on campus *asynchronous* if you are online, which includes those who are not be in class or online**Description:****Course Statement**Linguistic Anthropology is a branch of anthropology that examines human society through language, which includes issues touching on human biology, cognition, research on language socialization, endangered languages, and any number of other topics on politics, education, ideology, and nationality. The list is long. This course, accordingly, provides a general survey of some of the topics advanced in the discipline alongside relevant debates that capture the attention of linguists and a wider public. We’ll look at some questions like: whether language is solely a human phenomenon; if we can trace the evolutionary, development of all of Language; if there is more than one reality; if language is the same as thought; and the presence of political constructions within language?The course includes a guest presenter who is actively engaged in linguistic research. We will also read a linguistic ethnography by Daniel Everett; and there will be space for you to do some basic hands-on research, a small ethnographic study of a shrine.  If possible, we will have a guest speaker |
| **Course Requirements*** No textbook. Journal articles and book chapters are on Moodle.
* Original Research: Shrine Project
* Class presentation Power-point
* Use Zoom and Moodle

**- List of Readings-****Selected List of Course Readings**Abu-Lughod, Lila. Modest Women. Subversive Poems: The Politics of Love in an Egyptian Bedouin Society. *British Society for Middle Eastern Studies* Vol. 13, No. 2 (1986): 159-168.Ahearn, Laura M. “Language and Agency”. *Annual Review of Anthropology*, Vol. 30 (2001): 109-137.Basso, Keith. ‘”To Give up on Words” Silence in Western Apache Culture.’ *Southwestern Journal of Anthropology*, Vol. 26, No. 3 (Autumn 1970): 213-230.Bonvillain, Nancy, Chapter 2 ‘The Form of the Message’; Chapter 4 ‘Contextual Components: Outline of an Ethnography of Communication’; and Chapter 5 ‘Communicative Interactions.’ In: *Language, Culture, and Communication. The Meaning of Messages*, Sixth Edition. Prentice Hall: Boston. 2011.Bohannan, Laura. ‘Shakespeare in the Bush,’ *Natural History*, 1966: 61-65Chomsky, Noam A. “Language and Nature.” Mind, New Series, 104, No. 413 (January 1995): 1-61Chomsky, Noam A. “Three Factors in Language Design,” Linguistic Inquiry 36, No. 1 (Winter, 2005): 1-22.Chomsky, Noam. A Propaganda Model, YouTube <https://chomsky.info/consent01/>; also <https://www.youtube.com/watch?v=9RPKH6BVcoM> ; https://www.youtube.com/watch?v=34LGPIXvU5MCook, Susan. “Urban Language in a Rural Setting. The Case of Phokeng, South Africa,” pp. 157-165. In*: Urban Life. Readings in the Anthropology of the City*. Prospect Heights, Ill.: Waveland Press, ©2002. Errington, Joseph. ‘Philology’s Evolutions,’ chapter four, pp. 70-92. *Linguistics in a Colonial World. A Story of Language, Meaning, and Power*. Blackwell Publishing: Oxford, 2008. Everett, Daniel. *Don’t Sleep There are Snakes*. First Vintage Departures Edition, November 2009. [I have this on a CD and will bring it to the library for you to copy. Thank you.]Fonow Margaret and Judith Cook, ‘Feminist Methodology: New Applications in the Academy and Public Policy.’ *Signs*, Vol. 30, No. 4, New Feminist Approaches to Social Science: 2211-2236,Fox, Margalit. “Village of the Deaf. In a Bedouin Town, a Language is Born.” Discover Magazine (July 2007): 66-69 from Talking Hands: What Sign Language Reveals About the Mind” by Fox. (Simon & Schuster, 2007)Heath, Shirley Bryce. ‘What no bedtime story means: narrative skills at home and school,’ chapter two, 13-38. In: *The Matrix of Language. Contemporary Linguistic Anthropology*. Donald Brennis and Ronald K. S. Macaulay (eds). Westview Press: A Division of Harper, 1996.Kasana, Mehreen. Feminisms and the Social Media Sphere.” Womens’s Studies Quarterly, 42, No. ¾. Solidarity \*Fakk./wubter 2914): 236-249.Kumar, Krishna. “”Textbooks and Educational Culture,” *Economic and Political Weekly*, 21, No. 30 (Jul. 26, 1986) 1309-1311 Lakoff, George. “Framing the Issues.” UC Berkeley professor George Lakoff tells how conservatives use language to dominate politics. By Bonnie Azab Power (malto:bap@pa.urel.berkeley.edu), News Center, 27 October 2003Matulis, Anatole C. ‘A New-Foreign Language In The Treatment of Schizophrenia: An Application of Metaglossotherapy,’ chapter two, pp. 19-34. In: *Language … A Hope. In: Series on Psychopathology and Psychotherapy. Psychopathology of Language*: New Perspectives in Psychiatry and Psychology. National Research Institute for Psychoanalysis and Psychology: Detroit, MI. Pp: 19-34 [Bb] 1977.Middendorf, Marilyn. “Bakhtin and the Dialogic Writing Class.” *Journal of Basic Writing*, 11, No. 1 (Spring 1992): 34-46. Ong, Walter. ‘Literacy and Orality in Our Times.’ *Profession* (1979): 1-7Peacock, James. Conclusion and Afterword, 1987, pp: 257-264. In: *Rites of Modernization*. Chicago: The University of Chicago Press, 1987.Sontag, Susan.‘Against Interpretation,’ pp. 3-14. In: *Against Interpretation and Other Essays*. NY: Octagon Bks 1982.Stadtler, Florian, ‘Cultural Connections: “Lagaan” and Its Audience Responses.’ *Third World Quarterly* Vol. 26, No. 3 (Connecting Cultures, 2005): 517-524.Tattersall, Ian. ‘The Major Features of Human Evolution,’ chapter 7, pp. 45-54. In: *Human Evolution*. (incomplete source!)Tannen, Deborah. *I Only Say This Because I Love You. How the Way We Talk Can Make or Break Family Relationships Throughout our Lives*. Chapter Five, “She Said,” “He Said”, pp. 124-160. Random House and N Y. 2001Thomson, “Worlds Shaped by Words,” pp. 13-66. Reprinted from *Language* 1975.Trautman, Thomas. ‘Explosion in the Grammar Factory,’ chapter 1, pp: 1-41. In: *Languages and Nations*. *The Dravidian Proof in Colonial Madras*, 2006.Whorf, Benjamin Lee. “The Relation of Habitual Thought and Behavior to Language,” Chapter 15, pp 363-381. In: *Linguistic Anthropology: A Reader*. Alessandro Duranti. Blackwell Publishing. 2001.Daniel Everett, *Don’t Sleep. There are Snakes. Life and Language in the Amazonian Jungle.* New York: Vintage Books. 2009. (Electronic) |
| **Notes from Dr. Julie****Class structure**: I use power-points, class discussion, written assignments, hands-on activities, and a mid to assess your performance as individuals and as team members. I will work with you to develop these skills.You, in turn, are required to prepare for class by completing course readings and assignments.**Moodle and Zoom:** I use Moodle for posting readings, assignments, and exams, as well as for collecting and returning your materials. Use Zoom for joining meetings and navigating inside the class. For help using Moodle and Zoom, please contact Mr. Raheel Robson *(*raheelrobson@fccollege.edu.pk) **Office Hours** Instructor: T. Th 2:30-3:30; and W. 3:00-3:50 pm. If you can't meet with me during regular office hours, we'll work something out. For appointments: https://zoom.us/j/94675603567?pwd=d2RTdW5FMXBXRkVKakg0d0pjUmpCQT09**Emails:**Instructor: <julieflowerday@fccollege.edu.pk> **Requests for Leave:** Send requests for leave but know that I will not respond during the semester. I will review these at the end of the semester.*NOTE: This class is available 24/7 but the instructor is not. I will respond to emails Monday through Friday unless it is a holiday or extenuating circumstances intervene. If I do not respond within 48 hours, feel free to send a follow-up email.***Course Policies for students:**1. Course requirements are the same for every class member.
	1. Exams AND SUBMITTED WORK occur on the same day and at the same time for everyone.
	2. Complete readings AND written assignments before class
	3. If you cannot complete an assignment or take an exam on time, inform the instructor before the due date. Late work will be graded down.
2. If you miss a class, it is your responsibility to get notes from a fellow-student and to learn of new assignments. If you miss more than two consecutive classes (one after another), let the instructor know what happened. Four unexcused absences can reduce your final grade by half a grade-mark.
	1. Participate
	2. ***If at any time you do not understand class materials*** *(lectures, assignments, etc), it is your right and responsibility to inform the instructor.* ***please speak up-***
	3. Inform the instructor of any special needs or conditions that will contribute to your success in this class.
	4. Inform the instructor of any special needs or conditions that will contribute to your success in this class
 |
| **Technology Etiquettes. Please practice the core rules of Netiquette online.** 1. Use the name and roll number *that appears in empower* for all exchanges
2. Before submitting work/ communication, review it.
3. If you wouldn’t say it face to face, don’t say it online.
4. Don’t assume everyone understands where you’re coming from. Avoid all sarcasm and slangs.
5. Don’t spam. Please don’t take advantage of your connection with the other students in your online classroom to forward emails and links regarding your political/spiritual beliefs or to sell your services.
6. Use emoticons. In casual chatroom settings, emoticons can help convey feelings that may otherwise get lost in translation, including humor, exasperation, exhaustion and even confusion.
7. Don’t give out another student’s personal email address without their permission.
8. Don’t share personal information about yourself in a public online forum, especially something that could put your safety or security at risk. Internet means it’s everywhere.
9. Follow the rules of respect and university standards. All violations and cyber-crimes, including harassment, abuse of online communication will be reported immediately and the concerned student will be removed from class.
10. In class, do not carryon conversations with others (in or out of the course) (Source: https://www.utep.edu/extendeduniversity/utepconnect/blog/october-2017/10-rules-of-netiquette-for-students.html)

*Netiquette* refers to "electronic etiquette" *Emoticons* are popular signs/ images used to add to the clarity of your communication.·         :-)        happy, pleased·         :-(        sad, displeased·         :-O      surprised·         >:-|      angryExamples:·         LOL laugh out loud, "I find this funny"·         ROFL    rolling on floor laughing, really funny·         BTW by the wayIf any student faces any issues or has any concerns regarding the classroom climate and interactions, please contact the VR office \_\_\_ gloriacalib@fccollege.edu.pk |
| **Student Course Objectives (SLOs)**a primary learning objective is to promote you as a leader and A responsible member of society by Learning to:* think analytically about human societies: integrate your study/ experience
* apply critical thinking skills to class assignments
* Familiarize yourself with anthropological concepts, methodology, and theory
* distinguish what constitutes evidence in anthropology and how empirical observations are used in drawing inferences and conclusions FROM research WORK
* Connect ideas in the social sciences to lived issues
* use the APA format for writing academic papers-- *https://www.scribbr.com/apa-style/format/*
* develop awareness that ‘*difference o*f *otherness’ exists within ourselves*

practice tolerance in all your activities and life pursuits  |
| **Course Assessment** *Attendance*: students must attend class 80% of the semester to sit for the final exam*Participation*: is more than attendance, it is taking part in discussions and debates *Exam* one exam: mid is M-C. Plagiarism will result in "0".*Shrine Project:* an anthropological field experience and analysis of language at a shrine

|  |  |
| --- | --- |
| **Event** | **Value** |
| Attendance | 15  |
| Participation (every class meeting) | 15 |
| Critical Thinking Exercises (CTEs) two-05 pts ea | 10 |
| Midterm exam  | 15 |
| Shrine Project: interview transcription, photos, analysis  | 25 |
| Class presentation of your Shrine Project |  20 |
| Total | 100 pts |

**Grading**

|  |  |  |
| --- | --- | --- |
| Letter | Score | Academic points |
| A | 93-100  | 4.0 academic points |
| A-  | 90-92  | 3.7 academic points |
| B+ | 87-89  | 3.3 academic points |
| B | 83-86  | 3.0 academic points |
| B- | 80-82  | 2.7 academic points |
| C+ | 77-79  | 2.3 academic points |
| C | 73-76  | 2.0 academic points |
| C- | 70-72  | 1.7 academic points |
| D+ | 67-69  | 1.3 academic points |
| D | 60-66  | 1.0 academic points |
| F | 59  | and below, 0  |

**Plagiarism***“Plagiarism, or literary theft, is defined as appropriating the literary composition of another person, including parts, passages, or language of the writing, and passing off the appropriate material as one’s own. Plagiarism is the failure to give proper credit or citation to one’s sources of information. It includes the failure to use conventional methods of documentation for material quoted or paraphrased.” Additionally, plagiarism includes allowing someone else to copy your work or to compose or rewrite an assignment for you.”* Cases of plagiarism (this applies to students who copy and those copied from) will be reported to the academic integrity committee, receive a ‘0’ for the assignment, and possibly fail the course. |

|  |  |
| --- | --- |
|  | **Course Content,** *The instructor may change readings, materials, and the organization of the course. Changes will be announced in class or by email.* NOTE: no video for in class sessions; ppts will be available on Moodle |
|  | **Topic and Class Preparation****Scan = be familiar with the source****Read = be able to distinguish plot, themes, conclusion****Discussion = be prepared to support a position****Ppt = power-point (instructor; after midterm this will refer to students)** | **In-Class*****If HEC shifts to On-Line, zoom recordings will be made available on Moodle*** | **Submission Date** |
| **Wk 1**FEB 14, 16 | **Orientation: Why Language?**https://www.mpg.de/19395/Language\_geneticsPpt: Biological Anthropology. Chomsky vs Leaky--Narrative of Evolution: Max Muller, Wm Jones; The Case of NeanderthalFILM: Arrival |   |  |
|  |  |
| **Wk 2**FEB 21, 23 | **HOW MUCH OF LANGUAGE IS EXPLAINABLE BY GENETICS AND BIOLOGY?** Scan: Chomsky, “Three Factors in Lang Design, 2005:1-22Ppt. Boswell, Ethnology, Lang-Culture, Max Planck, Genetics, Twins Read: Matulis, *Language … A Hope.* 1977, pp. 19-34Ppt: Language and Mental Illness Class discussion. |  |  |
|  |  |
| **Wk 3**FEB 28MAR 2 | D**O LANGUAGES EVOLVE IN A SOCIAL DARWINIAN FASHION?****Scan:** Errington, Ch 4, “Physiology as Evolution” pp. 70-92Ppt: Language Isolate: Burushaski. Errington vs. Muller, HumboldtRead: King, One Language Two ScriptsDiscussion: Colonialism and State |  |  |
|  |  |
| **Wk 4**MAR 07, 09 | **HIERARCHY UNDERLYING STUDY OF LANGUAGE... why exclusively spoken and written?**Read: Bonvillain, “The Form of the Message”, ch. 2, pp. 7-40Ppt: Universals, Comparative Linguistics and Practice TheoryRead: Fox, Margalit. “Village of the Deaf. In a Bedouin Town, a Language is Born””Ppt: Ferdinand de Saussure, Structural Linguistics |  |  |
|  |  |
| **Wk 5**MAR 14, 16 | **WHY BOTHER WITH REALITY, AGENCY, AND FREE WILL?** Read: Cook, “Urban Language in a Rural Setting”Ppt: ppt. Whorf and Sapir: many realitiesScan: Whorf “Habitual Thought-Behavior,” pp. 363-381Ppt: Ahearn, Laura M. “Language and Agency” |  |  |
|  |  |
| **Wk 6**MAR 21\*MAR 23 NO CLASS PAKISTAN DAY | **IS** **TRANSLATION THE SAME AS INTERPRETATION?** Read: Bohannan, Shakespeare in the BushPpt: Sontag, Against Interpretation |  |   |
|  |  |
| **Wk 7**MAR 28, 30 | **WHAT IS THE RELATIONSHIP BETWEEN KNOWLEDGE AND SOCIAL POWER?****Read:** Read: Ong “Literacy and Orality in Our Times.” 1979 pp: 1-7Discussion: <https://www.youtube.com/watch?v=J5wuB_p63YM>Read: Kasana, “Feminisms and the Social Media” 236-249Discussion: patterns you recognize on Twitter, etc.  |  |  |
|  |  |
| **Wk 8**APR 04, \*APR 06-10NO CLASSEaster Break | **WHAT IS DIALOGIC AND WHY IS IT IMPORTANT?**Read: Tannen and Feminist Methodology: Tannen, “He said, she said,” pp. 124-160DiscussionRead: Middendorf, Marilyn.Discussion |  |  |
|  |
| **Wk 9**APR 11, 13 | **HOW DO YOU USE DISCOURSE METHODOLOGY IN LINGUISTIC ANTHROPOLOGY?**Read: Abu-Lughod, Modest Women Subversive Poems, 1986Possible Guest SpeakerReview for Exam |  |  |
| **Wk 10**APR 18, \*APR 20-26EID UL FITR SPRING BRK | MID-TERM EXAM |   |  EXAM |
|   |  |
| **Wk 11**Thu. APR 27 | **Shrine Project Preparations****Handouts for project, making transcription, preparing ppt** |  |  |
|  |  |
| **Wk 12**MAY 02, 04 | **EVERETT *DON’T SLEEP. THERE ARE SNAKES******(TEAM PRESENTATIONS)*** |  |  |
|  |  |
| **Wk 13**MAY 09, 11 | **EVERETT *DON’T SLEEP. THERE ARE SNAKES******(TEAM PRESENTATIONS)*** |  |  |
|  |  |
| **Wk 14**MAY 16, 18 | **EVERETT *DON’T SLEEP. THERE ARE SNAKES*** ***(TEAM PRESENTATIONS)*** |  |  |
| Wk 15MAY 23 25 | ***STUDENT SHRINE PRESENTATION*** |  |  |
|  |
| Wk 16MAY 30JUN 01 | ***STUDENT SHRINE PRESENTATION*** |  |  |
|  |
| Wk 17JUN 06, 08 | ***STUDENT SHRINE PRESENTATION*** |  | SUBMIT EXAM |
|  |

**DATES TO REMEMBER:**

Classes begin Monday February 13

Pakistan Day (holiday) Thursday March 23

Easter Break Thursday April 6-10

Spring Break Thursday-Wednesday April 20-26

Eid ul Fitr

Classes resume Thursday April 27

Labor Day Monday May 1

Final Exams Begin Monday June 12 through week

**Resources and Internet Sources used in class**:

*Journal of Linguistic Anthropology*, Wiley Online Library ([http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1548-1395](http://onlinelibrary.wiley.com/journal/10.1111/%28ISSN%291548-1395))

*Society for Linguistic Anthropology* (<http://linguisticanthropology.org/journal/>)

List of Journals available on line: (<https://en.wikipedia.org/wiki/List_of_anthropology_journals>)

**JEAN RENOIR, BOUDU, GRAND ILLUSION https://www.youtube.com/watch?v=0BT5DX07x94**

[**https://www.youtube.com/watch?v=e0pgB4jWUjA**](https://www.youtube.com/watch?v=e0pgB4jWUjA)**https://www.youtube.com/watch?v=0BT5DX07x94**

**full movie :** [**https://www.youtube.com/watch?v=l63xhUUZOH8&list=PL4ZTEMWb2-yRVmVogcd12XgIPSYYkoImN**](https://www.youtube.com/watch?v=l63xhUUZOH8&list=PL4ZTEMWb2-yRVmVogcd12XgIPSYYkoImN)

Forty years later, Chomsky on Foucault <https://www.youtube.com/watch?v=i63_kAw3WmE>

**Citation Format**:

**Bibliography**

**(Book)**

Author’s surname, first name. *Title of Book in italics.* Publisher: Place Published. Date of Publication

Example:

Tebbe, James. Great Students at FCCU. Forman Publications: Lahore, 2018.

 **(Article)**

Author’s surname, first name. ”Title of Article in Quotes,” *Journal Name in Italics*, Volume (give number), number (can be abbreviated: no.) and give number, followed by colon: and page numbers (as they appear in journal), date

Example: Tebbe, James. “Great Students at FCCU,” *Forman Quarterly*, Vol. 1, no. 1: pp. 10-56

**In-text citations**

Use parentheses (author’s surname, date of publication, page reference). The citation occurs at the end of the sentence in which you discussed this work or quoted from it.

Example:The sentence 🡪Graduates of FCCU, like Pervaz Musharraf, have played an important part in shaping Pakistan’s government (Tebbe, 208, p. 99).

**Campus Resources**

**APA Format: https://www.scribbr.com/apa-style/format/**

**Ewing Library https://www.google.com/search?client=safari&rls=en&q=library+fcc&ie=UTF-8&oe=UTF-8**

Library Portalhttp://libraryportal.fccollege.edu.pk

Online Databases (journals etc.)http://library.fccollege.edu.pk/online-resources

 Phone: +92 42 – 9923158**1**(-8)

|  |
| --- |
| E-Books Resources: FREE Directory of Open Access Books Directory of Open Access ... |

**Student Support Services**

[Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/). Students can contact the [Campus Counseling Center](https://www.fccollege.edu.pk/ccc/campus-counseling-center/) at 0331-444-1518 or email ccc@fccollege.edu.pk.

[Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Student Support Services**

[Student Counseling Services](https://www.fccollege.edu.pk/ccc/campus-counseling-center/).Students can contact the [Campus Counseling Center](https://www.fccollege.edu.pk/ccc/campus-counseling-center/) at 0331-444-1518 or email ccc@fccollege.edu.pk.

[Writing Center](https://www.fccollege.edu.pk/faculty-of-humanities/writing-center/)

[Mercy Health Center](https://www.fccollege.edu.pk/mercy-health-center/)

**Other Useful FCCU Policy Documents:**

[Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf)

[Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf)

[Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/)

[Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf)

 [Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)

**Other Useful FCCU Policy Documents:**

[Sexual Harassment Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Doc1.pdf)

[Anti-Corruption Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/Anti-corruption.pdf)

[Academic integrity](https://www.fccollege.edu.pk/policy-on-academic-integrity/)

[Plagiarism Policy](https://www.fccollege.edu.pk/wp-content/uploads/2018/05/FCCU-Plagiarism-Policy.pdf)

 [Academic Calendar](https://www.fccollege.edu.pk/academic-calendar/)

**APA Style Format (https://www.youtube.com/watch?v=JNXoJ6rHkFY)**

 Set page margins to 1 inch on all sides.

 Double-space all text, including headings.

 Indent the first line of every paragraph 0.5 inches.

 Use an accessible font (e.g., Times New Roman 12pt., Arial 11pt., or Georgia 11pt.).